



## **INSTRUCTIONAL PACKAGE**

HIS 201

American History: Discovery-1877

Effective Term

Fall 2022/Spring 2023/Summer 2023

# INSTRUCTIONAL PACKAGE

## Part I: Course Information

Effective Term: Fall 2022/Spring 2023/Summer 2023

COURSE PREFIX: HIS 201

COURSE TITLE: American History: Discovery-1877

CONTACT HOURS: 3

CREDIT HOURS: 3

### **RATIONALE FOR THE COURSE:**

This course is designed to introduce students to the origins of American culture from the pre-Columbian age, through the Colonial, Revolutionary, Early National, and Antebellum periods, as well as the Civil War and Reconstruction. Through this introduction, students will gain a greater appreciation and understanding of today's society. Students will learn to read for comprehension and demonstrate the ability to fashion individual interpretation of historical data.

### **COURSE DESCRIPTION:**

This course is a survey of U.S. history from discovery to 1877. This course includes political, social, economic, and intellectual developments during this period.

### **PREREQUISITES/CO-REQUISITES:**

(COMPASS Reading 85 and COMPASS Writing 78) or ( ACCUPLACER Reading Comp 075 and ACCUPLACER Sentence Skills 081) or ( New ACCUPLACER Reading Comp 250 and New ACCUPLACER Sentence Skills 250) or ( COMPANION Reading 075 and COMPANION Sentence Skills 081) or SAT Critical Reading 480 or ( ACT English 19 and ACT Reading 19) or (Credit level [ENG 100](#) Minimum Grade of C\* or Credit level [ENG 155](#) Minimum Grade of C or Credit level [ENG 155](#) Minimum Grade of TC or Credit level [ENG 101](#) Minimum Grade of C or Credit level [ENG 101](#) Minimum Grade of TC) or ( Multiple Measures English 1)

\***Online/Hybrid** courses require students to complete the [DLi Orientation Video](#) prior to enrolling in an online course.

### **REQUIRED MATERIALS:**

Please visit the [BOOKSTORE](#) online site for most current textbook information.

Enter the semester, course prefix, number and section when prompted and you will be linked to the

2022-2023

correct textbook.

### **ADDITIONAL REQUIREMENTS:**

The REACH Act, passed by the South Carolina General Assembly in 2021, requires that students completing a baccalaureate degree from a South Carolina public college complete at least three semester credit hours that include discussion of and reading in their entirety the following documents: the Constitution, the Declaration of Independence, the Emancipation Proclamation, five Federalist Papers, and at least one document that is foundational to the African American Freedom struggle. PSC 201 meets the requirements of the REACH Act and are recommended course options for students who intend to transfer to a South Carolina public college.

Therefore, beginning in Fall 2021, this course will incorporate the below documents within the course:

1. The Constitution
2. The Declaration of Independence
3. The Emancipation Proclamation
4. Five Federalist Papers, such as Federalist #10, #39, #49, #51, #84, or other any other Federalist Papers chosen by the instructor of record.
5. One additional source concerning the African American struggle for freedom, such as Frederick Douglass's speech "A Simple Tale of American Slavery", or any other qualifying source chosen by the instructor of record.

### **TECHNICAL REQUIREMENTS:**

Access to Desire2Learn (D2L), HGTC's student portal for course materials. myHGTC and college email access.

### **STUDENT IDENTIFICATION VERIFICATION**

Students enrolled in online courses will be required to participate in a minimum of one (1) proctored assignment and/or one (1) virtual event to support student identification verification. Please refer to your Instructor Information Sheet for information regarding this requirement.

### **CLASSROOM ETIQUETTE:**

As a matter of courtesy to other students and your professor, please turn off cell phones and other communication/entertainment devices before class begins. If you are monitoring for an emergency, please notify your professor prior to class and switch cell phone ringers to vibrate.

**NETIQUETTE:** is the term commonly used to refer to conventions adopted by Internet users on the web, mailing lists, public forums, and in live chat focused on online communications etiquette. For more information regarding Netiquette expectations for distance learning courses, please visit [Online Netiquette](#).

## Part II: Student Learning Outcomes

### COURSE LEARNING OUTCOMES and ASSESSMENTS\*:

Specific chapters, depth of coverage, organization of the units, and assessment tools may vary from instructor to instructor.

**\*Please see the Instructor’s Course Information Sheet for information on how the Instructor will organize the textbook materials, and what assessment methods he/she will use to assess student progress through these established Course Learning Outcomes.**

### STUDENT COURSE LEARNING OUTCOMES

1. **Synthesize** historical events, individuals, societies, issues, and theories in American history from Discovery to 1865.
2. **Analyze** historical events, individuals, societies, issues, and theories in American history from Discovery to 1865.
3. **Participate** in group discussions on historical issues, individuals, and/or events in American history from Discovery to 1865.
4. **Write** research-based position papers, inquiries, and written assignments using library resources including computer data bases and search engines.
5. **Integrate** important and relevant current events into the context of American history from Discovery to 1865.
6. **Use** a variety of historical maps in synthesizing and analyzing American history from Discovery to 1865.
7. **State** factually based opinions about individuals, issues and events in American history from Discovery to 1865.
8. **Define** and use historical terms relative to American history from Discovery to 1865.
9. **Identify** major political, religious, and social figures in American history from Discovery to 1865.
10. **Explain** causes, results, and implications of major events in American history from Discovery to 1865.
11. **Question** the past, the present, and the future of American civilization and state an opinion about the reasons WHY the forces of events and individuals make history.
12. **Foster** character growth by listening, reading, following instructional guidelines and by team sharing.
13. **Understand and Analyze** the importance of the most important foundational documents of the United States. These documents include the Declaration of Independence, The Constitution, The Federalist Papers (at least 5), The Emancipation Proclamation, and at least one other document important for the African American struggle for freedom.

### COURSE OUTLINE

#### **UNIT ONE: The Original North American Inhabitants and early European settlement**

1. Examine the initial settlements of the Americas and their civilizations.

2. Using political, social, and economic data, describe Native American Civilization prior to European contact.
3. Describe the economic, religious, and imperialistic incentives for European exploration.
4. Describe the Columbian Exchange between the Old and New World.
5. Compare and contrast French, English, Spanish, Portuguese, and Dutch explorations and settlements in North America.
6. Using political, social, and economic data, compare and contrast the early Virginia and Massachusetts settlements.
7. Describe the impact of Puritanism in the New England colonies and the role of religious tolerance in Maryland, Rhode Island, and Pennsylvania.
8. Describe the evolution of Colonial governments from their initial years of settlement through their conversions to royal Colonies.
9. Understand the role of the Enlightenment and the Great Awakening had on American thought.
10. Describe the causes and results of the French and Indian War.
11. Explain both American and British views on the following: the Proclamation of 1763, Sugar Act, Declaratory Act, Quartering Act, and the Coercive Acts.
12. Read the Declaration of Independence and understand its importance as a foundational document.

## **UNIT TWO: Building a Nation**

1. Describe the political, social, and economic reasons for the convening of the Continental Congresses.
2. Explain the significance of the following battles: Lexington, Concord, Kings Mountain, Saratoga and Yorktown.
3. Describe the strengths and weaknesses of the government under the Articles of Confederation.
4. Explain the differing views of our founding fathers concerning the ratification of the Constitution. Directly study the United States Constitution and understand it as a foundational document.
5. Using political, social, and economic data compare and contrast the ideas of Thomas Jefferson and Alexander Hamilton.
6. Understand the role of the Federalist and Anti-Federalist Papers in the debate over the Constitution. Directly study at least five of the Federalist Papers as chosen by the instructor.
7. Understand the role compromise played in the process of Ratification of the United States Constitution.
8. Describe the major aims of the Washington and Adams Administrations and how they differed from the Jeffersonian vision of America.
9. Describe Jefferson's presidency and explain the importance of the Louisiana Purchase.
10. Explain the conflicts between the United States and Great Britain including failure to comply with the Treaty of Paris, impressments, Orders of Council, Embargo Act of 1807, and the War of 1812.
11. Describe the Hartford Convention and its impact on the political party system of the United States.

**UNIT THREE: An Expanding Nation**

1. Explain the impact on U. S. history of the cotton gin and the Missouri Compromise.
2. Using political, social, and economic data, examine the life and career of Andrew Jackson as an example of the creation of a uniquely American culture.
3. Using political, social, and economic status, describe the philosophy of Manifest Destiny.
4. Using political, social, and economic data, explain the role slavery played in the development of the North East, the South, and the West from 1820-1860.
5. Explain how the messages of the Second Great Awakening aided social reform movements including: Temperance, women's rights, and Abolitionism.
6. Discuss the political, social, and economic effects of the Mexican American war, the Wilmot Proviso, and the Treaty of Guadalupe Hidalgo on United States history.
7. Describe the political, social, and economic effects of the Compromise of 1850.
8. Examine the institution of American slavery from 1850-1860 from the viewpoint of: a northerner, southerner, and westerner.
9. Explain Popular Sovereignty and the role of "Bleeding Kansas" in US history, 1850-1858.
10. Examine *Uncle Tom's Cabin*, the Dred Scott decision, and John Brown's raid on Harpers Ferry and their impact on the sectional conflict, 1854-1860.
11. Examine the rise and success of the Republican party.
12. Examine at least one additional document important in the struggle for African American's freedom.

**UNIT FOUR: A House Divided and Rebuilt**

1. Explain three main theories for the onset of the Civil War in 1861.
2. Examine Northern and Southern military strategies, successes, and failures of the Civil War.
3. Describe the policies of Lincoln from Emancipation Proclamation to his policy of Amnesty and Reconstruction.
4. Examine the Emancipation Proclamation and understand its importance as a foundational document.
5. Explain the differences between President Johnson and the Radical Republicans 1866-68.
6. Describe the 13, 14, and 15<sup>th</sup> Amendments and explain reasons for their implementation.
7. Using political, social, and economic data, answer the question: Was Reconstruction, successful?
8. Describe the Compromise of 1877.

***\*Students – please refer to the Instructor's Course Information sheet for specific information on assessments and due dates.***

**Part III: Grading and Assessment****EVALUATION OF REQUIRED COURSE MEASURES/ARTIFACTS\*:**

Students' performance will be assessed and the weight associated with the various measures/artifacts are listed below.

## EVALUATION\*

Final grade averages include the following:

Exams:	40-60%
Quizzes, Papers, Projects:	20-60%
Participation:	0-10%
Foundational Document Exam/Assignment	0-20%
Discussion/Assignments:	<u>20-60%</u>
Total Must Add up to	100%

***\*Students, for the specific number and type of evaluations, please refer to the Instructor's Course Information Sheet.***

## GRADING SYSTEM:

Please note the College adheres to a 10 point grading scale A = 100 – 90, B = 89- 80, C = 79 – 70, D = 69 – 60, F = 59 and below. You must have your Dean's approval if changes in the scale are made.

Grades earned in courses impact academic progression and financial aid status. Before withdrawing from a course, be sure to talk with your instructor and financial aid counselor about the implications of that course of action. Ds, Fs, Ws, WFs and Is also negatively impact academic progression and financial aid status.

The Add/Drop Period is the first 5 days of the semester for **full term** classes. Add/Drop periods are shorter for accelerated format courses. Please refer to the [academic calendar](#) for deadlines for add/drop. You must attend at least one meeting of all of your classes during that period. If you do not, you will be dropped from the course(s) and your Financial Aid will be reduced accordingly.

## Part IV: Attendance

Horry-Georgetown Technical College maintains a general attendance policy requiring students to be present for a minimum of 80 percent (80%) of their classes in order to receive credit for any course. Due to the varied nature of courses taught at the college, some faculty may require up to 90 percent (90%) attendance. Pursuant to 34 Code of Federal Regulations 228.22 - Return to Title IV Funds, once a student has missed over 20% of the course or has missed two (2) consecutive weeks, the faculty is obligated to withdraw the student and a student may not be permitted to reenroll. **Instructors define absentee limits for their class at the beginning of each term; please refer to the Instructor Course Information Sheet.**

**For online and hybrid courses**, check your Instructor's Course Information Sheet for any required on-site meeting times. Please note, instructors may require tests to be taken at approved testing sites, and if you use a testing center other than those provided by HGTC, the center may charge a fee for its services.

## Part V: Student Resources



### THE STUDENT SUCCESS AND TUTORING CENTER (SSTC):

The SSTC offers to all students the following **free** resources:

1. **Academic tutors** for most subject areas, **Writing Center support**, and **college success skills**.
2. Online **tutoring** and academic support resources.
3. Professional and interpersonal communication **coaching** in the EPIC Labs.

Visit the [Student Success & Tutoring Center](#) website for more information. To schedule tutoring, contact the SSTC at [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or self-schedule in the Penji iOS/Android app or at [www.penjiapp.com](http://www.penjiapp.com). Email [ssc@hgtc.edu](mailto:ssc@hgtc.edu) or call SSTC Conway, 349-7872; SSTC Grand Strand, 477-2113; and SSTC Georgetown, 520-1455, or go to the [Online Resource Center](#) to access on-demand resources.



### STUDENT INFORMATION CENTER: TECH Central

TECH Central offers to all students the following **free** resources:

1. **Getting around HGTC:** General information and guidance for enrollment, financial aid, registration, and payment plan support!
2. Use the [Online Resource Center \(ORC\)](#) including Office 365 support, password resets, and username information.
3. **In-person workshops, online tutorials and more services** are available in Desire2Learn, Student Portal, Degree Works, and Office 365.
4. **Chat with our staff on TECH Talk**, our live chat service. TECH Talk can be accessed on the student portal and on TECH Central's website, or by texting questions to (843) 375-8552.

Visit the [Tech Central](#) website for more information. Live Chat and Center locations are posted on the website. Or please call (843) 349 – TECH (8324), Option #2.

### STUDENT TESTING:

Testing in an **online/hybrid** course may be accomplished in a variety of ways:

- Test administered within D2L
- Test administered in writing on paper
- Test administered through Publisher Platforms

Further more tests may have time limits and/or require a proctor.

Proctoring can be accomplished either face-to-face at an approved site or online through our online



proctoring service. To find out more about proctoring services, please visit the [Online Testing](#) section of the HGTC's Testing Center webpage.

The **Instructor Information Sheet** will have more details on test requirements for your course.

### **DISABILITY SERVICES:**

HGTC is committed to providing an accessible environment for students with disabilities. Inquiries may be directed to HGTC's [Accessibility and Disability Service webpage](#). The Accessibility and Disability staff will review documentation of the student's disability and, in a confidential setting with the student, develop an educational accommodation plan.

Note: It is the student's responsibility to self-identify as needing accommodations and to provide acceptable documentation. After a student has self-identified and submitted documentation of a disability, accommodations may be determined, accepted, and provided.

### **STATEMENT OF EQUAL OPPORTUNITY/NON-DISCRIMINATION STATEMENT:**

Horry-Georgetown Technical College prohibits discrimination and harassment, including sexual harassment and abuse, on the basis of race, color, sex, national or ethnic origin, age, religion, disability, marital or family status, veteran status, political ideas, sexual orientation, gender identity, or pregnancy, childbirth, or related medical conditions, including, but not limited to, lactation in educational programs and/or activities.

### **TITLE IX REQUIREMENTS:**

All students (as well as other persons) at Horry-Georgetown Technical College are protected by Title IX—regardless of their sex, sexual orientation, gender identity, part- or full-time status, disability, race, or national origin—in all aspects of educational programs and activities. Any student, or other member of the college community, who believes that he/she is or has been a victim of sexual harassment or sexual violence may file a report with the college's Chief Student Services Officer, campus law enforcement, or with the college's Title IX Coordinator, or designee.

\*Faculty and Staff are required to report incidents to the Title IX Coordinators when involving students. The only HGTC employees exempt from mandatory reporting are licensed mental health professionals (only as part of their job description such as counseling services).

### **INQUIRIES REGARDING THE NON-DISCRIMINATION/TITLE IX POLICIES:**

**Student and prospective student** inquiries concerning Section 504, Title II, and Title IX and their application to the College or any student decision may be directed to the Vice President for Student Affairs.

**Dr. Melissa Batten, VP Student Affairs**

*Title IX Coordinator*

Building 1100, Room 107A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5228

[Melissa.Batten@hgtc.edu](mailto:Melissa.Batten@hgtc.edu)

**Employee and applicant** inquiries concerning Section 504, Title II, and Title IX and their application to the College may be directed to the Vice President for Human Resources.

**Jacquelyne Snyder, VP Human Resources**

*EEO and Title IX Coordinator*

Building 200, Room 212A, Conway Campus

PO Box 261966, Conway, SC 29528-6066

843-349-5212

[Jacquelyne.Snyder@hgtc.edu](mailto:Jacquelyne.Snyder@hgtc.edu)